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ABSTRACT

Intended for elementary and secondary teachers, the guide provides information on teaching physical education to handicapped students in the Department of Defense Schools (DoDDS). The following topics are addressed in eight separate chapters: (1) laws and regulations governing provision of physical education for handicapped students; (2) definitions of special education, physical education, and adapted physical education program areas in DoDDS; (3) the special education process; (4) assessment; (5) the Individual Education Program; (6) program implementation; (7) teaching techniques (general suggestions as well as approaches for students with specific handicapping conditions); and (8) the role of the physical education instructor in the special education process. Appendixes comprising more than half the document include screening observation forms, a list of assessment instruments, referral forms, and information on games and equipment. (CL)

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DS Manual 2750.3
September, 1985

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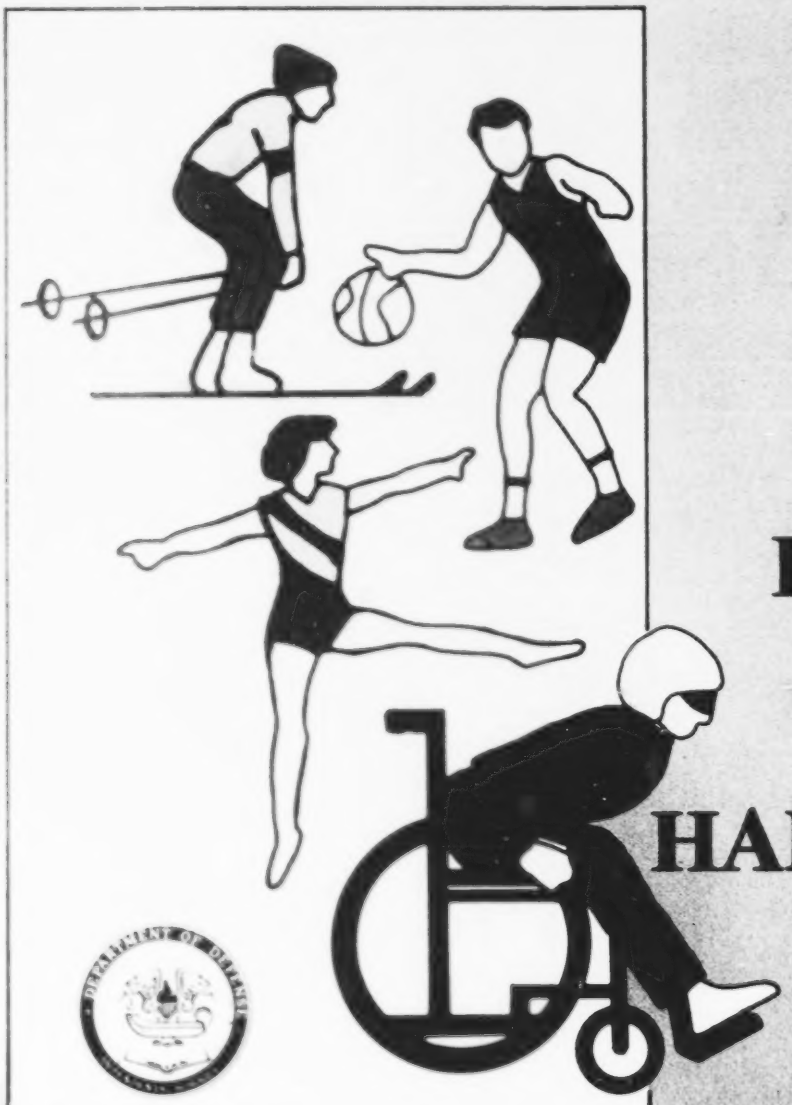

PHYSICAL EDUCATION FOR THE HANDICAPPED

EC181708

Department of Defense
Dependents Schools (DoDDS)

FOREWORD

The development of the "Physical Education Guide for Handicapped Students" involved the cooperative efforts of the University of South Florida, Department of Physical Education, and Department of Defense Dependents Schools (DoDDS) personnel from the Office of Dependents Schools (ODS) and from each of the five DoDDS regions. This guide is another step in the DoDDS commitment to provide a free, appropriate education for all handicapped students. DoDDS is grateful for the time and efforts of the many persons who have made significant contributions to this guide. These include:

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Director

INTRODUCTION

Physical education is a curriculum area where the integration of handicapped students with their nonhandicapped peers and the individualization of programming are practicable. The unique contribution of physical education is the experiences it provides to all students for the development of physical fitness, fundamental motor patterns, basic motor skills, and instruction in dance, aquatics, individual games, group games, and sports.

Experiences gained from a physical education program should result in an enhanced self-image, self-confidence, positive social skills, and leadership behavior. These learning outcomes are achieved because physical education emphasizes not only the strengths but also the special needs of the student. By planning an individualized, sequential, success-oriented program of instruction, physical education helps students reach their potential.

The information included in the "Physical Education Guide for Handicapped Students" is designed to provide the most current information regarding laws, definitions, procedures, assessments, teaching strategies, and resources for the teaching of physical education for handicapped students. The guide should be of assistance for elementary and secondary teachers, and others responsible for teaching physical education to handicapped students in DoDDS. A modified version of this manual has been included in ODS Manual 2500.13, The Procedural Guide for Special Education.

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SECTION I

LAWS AND REGULATIONS REGARDING THE PROVISIONS OF PHYSICAL EDUCATION FOR HANDICAPPED STUDENTS

DoDDS is a school system established by the Defense Dependents' Education Act of 1978, as amended, Public Law 95-561. Under that Act, Public Law 94-142, "The Education For All Handicapped Children Act of 1975," as amended, applies to DoDDS. The Department of Defense (DoD) has implemented these statutes by issuing DoD Instruction (DoDI) 1342.12, "Education of Handicapped Children in the DoD Dependents Schools." In addition, DoDDS has promulgated guidance explaining this instruction. These issuances include but are not limited to:

DSAI 2500.8, Monitoring Procedures for Special Education Programs and Services for Handicapped Students

DSAI 2500.9, Eligibility Criteria for Special Education

DSR 2500.10, Special Education Dispute Management System

DS Manual 2500.13, Procedural Guide for Special Education

The Physical Education Guide for Handicapped Students supplements the guidance provided in DoDI 1342.12 and the Special Education Procedural Guide, DS Manual 2500.13.

In DoDDS, all handicapped students have the opportunity to participate in a physical education program as an integral part of their total education. When appropriate, handicapped students must be given an opportunity to participate in extracurricular activities, including field days, intramurals, and interscholastics as provided for other students.

Handicapped students must be provided the opportunity to participate in physical education even if they are in a DoDDS preschool handicapped program or have met the high school physical education requirements for graduation. The decision to include physical education as part of the student's total program will be made by the Case Study Committee (CSC), which include the parents and the student, if appropriate.

Handicapped students are entitled to an equal opportunity for physical education as are their nonhandicapped peers. A CSC may determine that a handicapped student requires additional or adapted physical education in order for the student to benefit from his or her special education.

The opportunity to participate in the regular program means that the gymnasium, swimming pool, playground, and field may need to be modified to be physically accessible to all students. The addition of supplementary or assistive devices may be required in order for handicapped students to be able to engage in activities provided for all students.

These devices, specially designed instruction, and related services are provided without charge to tuition-free handicapped students or their parents. Incidental fees that are normally charged to nonhandicapped students or their parents as part of the regular education program may be imposed.

SECTION II

DEFINITIONS OF SPECIAL EDUCATION, PHYSICAL EDUCATION, AND ADAPTED PHYSICAL EDUCATION PROGRAM AREAS IN DODDS

Special Education

DoDI 1342.12 defines special education as "specially designed instruction, at no cost to the child or parent, to meet the unique educational needs of a handicapped child, including education provided in a school, at home, in a hospital or in an institution, physical education programs, and vocational education programs."

Physical Education

DoD Instruction 1342.12 defines physical education as:

"The development of:

1. Physical and motor fitness;

2. Fundamental motor skills and patterns; and

3. Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports)."

The Instruction also provides, "Physical education services, modified or specially designed, if necessary shall be available to every handicapped child receiving a free appropriate public education from DoDDS."

Physical education is a planned sequential instructional program. Free play or recess should not be considered equivalent to physical education. When appropriate, specific adaptations of the regular physical education program must be made or a separate program must be provided in order to ensure that every handicapped student receives physical education.

Regular Physical Education

When the curriculum designed for all students is appropriate for a handicapped student, and no modification is necessary, the following statement is required for that student's Individualized Education Program (IEP): "The student will participate in the regular physical education program."

Regular Physical Education with Adaptations

Often the needs of a handicapped student can be met in the regular physical education program but with adaptations. When the basic physical education curriculum appropriately meets the student's needs, the modifications will be determined by the CSC. The IEP Continuation Sheet, DS Form 2503, must be completed by the CSC, including the adaptations. Adaptations are significant modifications to the regular physical education program.

Adapted Physical Education

Adapted physical education is a specially designed program of instruction, pursuant to an IEP, developed to enable a handicapped student to attain the objectives of the physical education program. (Reference DS Manual 2750.1 Physical Education Objectives.) Adapted physical education is prescriptive. The long-term goals and short- term objectives in each student's IEP are agreed upon by the CSC, including one or both parents and (where appropriate) the handicapped student. The student may require individual instruction or group instruction with students with similar needs. The IEP Continuation Sheet, DS Form 2503, must be completed by the CSC defining these needs.

When appropriate, related services of physical therapy, occupational therapy, and recreational therapy serve as a supportive supplement to the adapted physical education program. These services are used in addition to, not in place of, the adapted physical education program.

Occupational Therapy

Occupational therapy provides developmental evaluations and treatment programs using selected tasks to restore, reinforce, or enhance functional performance. It addresses the quality and level of function in areas such as behavior, motor coordination, spatial orientation, visual motor and sensory integration, cognitive language discrimination, and general activities of daily living. This therapy provides training and guidance in the use of special equipment which improves the student's function in skills of daily living, work, and study.

Physical Therapy

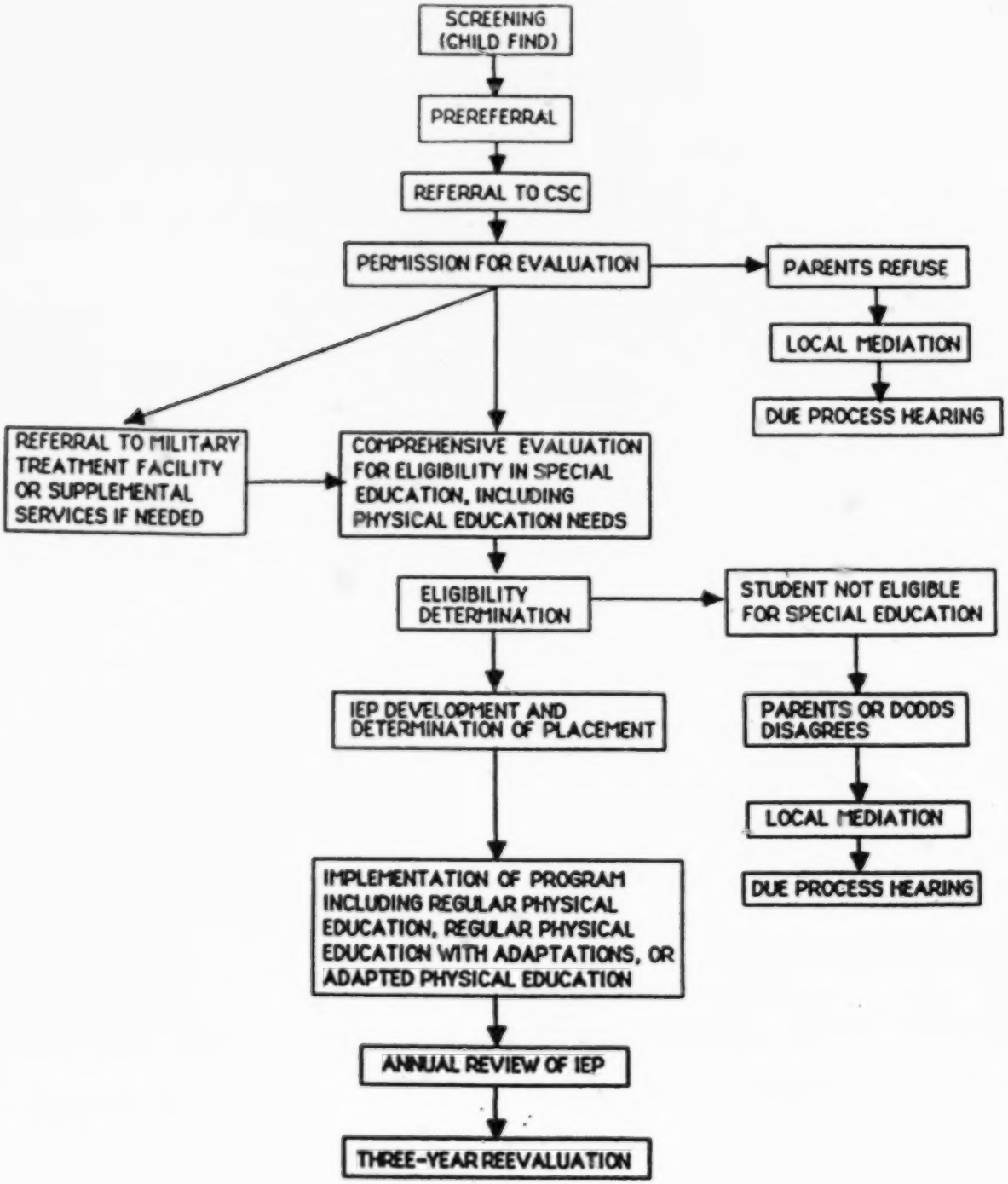
Physical therapy provides evaluations and treatment programs using exercise, modalities, and adaptive equipment to restore, reinforce, or enhance performance. It focuses on the quality of movement, reflex development, range of motion, muscle strength, gait, and gross motor development, seeking to decrease abnormal movement and posture while facilitating normal movement and equilibrium reactions. The therapy provides for measurement and training in the use of adaptive equipment and prosthetic and orthotic appliances.

Recreation Therapy

Recreation therapy contributes to the rehabilitation of the handicapped student through participation in recreational and leisure pursuits, either in a school- or community-based recreation program. Recreation therapy, when listed in an IEP, is normally provided during the regular school day.

SECTION III

THE SPECIAL EDUCATION PROCESS


SCREENING (CHILD FIND)
PREREFERRAL
REFERRAL TO CSC
PERMISSION FOR EVALUATION
PARENTS REFUSE
LOCAL MEDIATION
DUE PROCESS HEARING
REFERRAL TO MILITARY TREATMENT FACILITY OR SUPPLEMENTAL SERVICES IF NEEDED
COMPREHENSIVE EVALUATION FOR ELIGIBILITY IN SPECIAL EDUCATION, INCLUDING PHYSICAL EDUCATION NEEDS
ELIGIBILITY DETERMINATION
STUDENT NOT ELIGIBLE FOR SPECIAL EDUCATION
IEP DEVELOPMENT AND DETERMINATION OF PLACEMENT
PARENTS OR DODDS DISAGREES
LOCAL MEDIATION
DUE PROCESS HEARING
IMPLEMENTATION OF PROGRAM INCLUDING REGULAR PHYSICAL EDUCATION, REGULAR PHYSICAL EDUCATION WITH ADAPTATIONS, OR ADAPTED PHYSICAL EDUCATION
ANNUAL REVIEW OF IEP
THREE-YEAR REEVALUATION

For additional information regarding the steps in the special education process, refer to DoDI 1342.12 or the Procedural Guide for Special Education, DS Manual 2500.11.

SECTION IV

ASSESSMENT

Any child who is receiving or entitled to receive educational instruction from DoDDS and who is referred to a CSC for a possible handicapping condition shall receive a full and comprehensive diagnostic evaluation of his or her educational needs. The evaluation shall be conducted before any action is taken regarding the development of an IEP or the provision of special education services. A single exception is the transfer student who receives instructional services based on a previous IEP when the CSC (including the parents) of the receiving school exercises its discretion to implement the IEP from the sending school.

Procedural Definitions

Evaluation procedures are those used to determine (a) whether a child is handicapped and (b) the adverse effects, if any, of the handicapping condition(s) on performance, and, if so, (c) the nature and extent of the special education and related services required to meet the child's needs. To qualify as an evaluation, these procedures must be used selectively with an individual child and may not rely exclusively on basic tests administered to, or used with, all children in a grade and class.

Eligibility criteria for special education are listed in DSAI 2500.9. Handicapped children are defined by DoD Instruction 1342.12 as those children who are evaluated in accordance with the instruction and who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped, or have specific learning disabilities, and who because of such impairments, need special education and related services.

Purpose

The purpose of the evaluation procedures is to obtain current information which will assist the CSC to:

1. Identify the student's specific educational needs.

2. Determine if the student needs special education and related services, as defined in DoD Instruction 1342.12. This is based on whether the student's handicapping condition adversely affects his or her educational performance.

3. Develop an appropriate educational program to meet the student's identified special needs.

Assessment for Physical Education

The CSC must consider the area of physical education when determining what assessments will be completed. At the prereferral or referral stage, the CSC must gather information to answer the question: "What are the physical

education program needs of the child?" Examples of the Physical Education Screening Observation forms are provided in appendix A. If the CSC chooses not to use the sample forms, it must develop and implement some alternative means of documenting the answer to the above question. Based upon the information received, the CSC may determine that more assessment is needed or that sufficient information is provided for the development of the IEP.

If the CSC determines that additional assessment is necessary in physical education, a sample of the Informal Inventory in Physical Education Based on Observation can be found in appendix B. Descriptions of additional assessments also appear in appendix B.

Assessments of a student's physical education competencies and needs may be conducted by physical education instructors, and by special education personnel, related services personnel, including physical therapists and occupational therapists, or classroom teachers with the necessary skills and knowledge.

Military medical treatment personnel often are requested by the CSC to conduct an assessment of the student. The results can be used for portions of the physical education assessment. The CSC must ask appropriate questions of the related services providers or the results of their evaluation may not be helpful. A sample Physical Education Military Treatment Referral form can be found in appendix D.

SECTION V

THE INDIVIDUALIZED EDUCATION PROGRAM

An IEP is a written statement of the special education and related services to be provided to a handicapped child. It is developed by a multidisciplinary team. An IEP must be written for every handicapped student who is receiving special education and related services.

If the handicapped student does not require any additional support, resources, or special equipment in physical education, the IEP and minutes of the CSC meeting will state that the student will participate in the regular physical education program. If the student is in a regular physical education program with adaptations or requires specially designed physical education or special equipment, the physical education program would be included under all parts of the IEP (e.g., present levels of educational performance, annual goals, and short-term objectives and specific special education services to be provided).

It is recommended that a physical educator be present at the CSC meeting to assist in developing the IEP. The IEP must contain a statement of:

1. The present levels of performance.

2. Annual goals, including short-term objectives.

3. Specific educational, recreational, and related services to be provided to the student, and the extent of participation in the regular program.

4. Projected date for the initiation and anticipated length of such activities and services.

5. Appropriate objective criteria and evaluation procedures and schedules for determining, on an annual basis, whether objectives are being achieved.

6. A statement indicating the frequency and intensity of related services.

7. Information on the type of physical education program required for the student.

8. Information on the type of vocational education program required for the student.

If a physical educator cannot be present, he or she must provide the relevant assessment information to the CSC.

When the student achieves the adapted physical education goals and objectives in a student's IEP, he or she will be referred to the CSC for appropriate action. At this time, the CSC may recommend a continuation in adapted physical education, regular physical education with adaptations, or regular physical education.

SECTION VI

IMPLEMENTING THE PHYSICAL EDUCATION PROGRAM FOR HANDICAPPED STUDENTS

When organizing a physical education program, the CSC needs to know the options available, including instructional delivery models, support personnel, and related service personnel. This section discusses least restrictive placement and describes physical education service delivery models that may be used in providing appropriate physical education. Also included is information on related service providers and the extent to which they may be involved in the provision of physical education.

Service Delivery

Placement decisions, including the physical education placement, must be designed to educate a handicapped student in the least restrictive environment, so that the student is educated to the maximum extent appropriate with students who are not handicapped.

The following types of physical education options are available in order to provide appropriate physical education:

1. Regular Physical Education with Nonhandicapped Students.

   Many handicapped students participate in a regular physical education program with nonhandicapped students and without any special adaptations.

2. Regular Physical Education with Adaptations.

   Some handicapped students are able to participate in the regular physical education program with significant modifications to meet individual needs.

3. Adapted Physical Education.

   A handicapped student may require specially designed physical education that is different from that of a nonhandicapped student.

Service Providers

The physical education program for handicapped students may be provided by a physical education instructor; a special education teacher; a related service provider, including a physical therapist or occupational therapist; or a classroom teacher with the necessary skills and knowledge. A paraprofessional, under the close supervision of one of the above, may assist in implementing the physical education program. However, whenever possible, the program should be provided by a physical education instructor.

SECTION VII

TEACHING TECHNIQUES

The following list of suggested teaching techniques is not inclusive. Instruction of physical education for the handicapped student should employ the same teaching techniques generally accepted in the area of regular physical education, as well as other areas of education. Due to the uniqueness of each individual, the teacher employs techniques which are appropriate for the learner when developing a curriculum, lesson, or learning activity. A comprehensive physical education program is more than motor proficiency activities. The program should contribute to knowledge, understanding, personal, emotional, and social outcomes through activities which incorporate basic principles of developmental physical education.

Developmental Physical Education

The developmental physical education approach initiates learning activities appropriate to the developmental level of the student and proceeds following the normal sequence of motor development. Activities designed for success are subsequently presented which are enjoyable, positive, and contribute to the student's progress. The basic principles of developmental physical education and thus the teaching techniques under each are interrelated and overlapping. Guidelines for these five principles, Maximum Participation, Performance Level, Developmental Value, Sequential Progression, and a Safe, Secure Learning Environment, follow:

1. Maximum Participation activities will increase the rate and retention of learning through on-task practice.

    a. Plan activities so that every student has the opportunity to participate.

    b Modify rules, if necessary, for the inclusion of all students.

    c. Task analyze the activities to identify all factors that could be changed to increase skill practice.

    d. Avoid elimination games or other activities that tend to exclude students.

    e. Provide appropriate amounts of equipment that will enable each student equal opportunity to practice.

    f. Avoid "waiting in lines" or "waiting to learn" type of activities.

    g. Utilize a variety of teaching methods which promote personal problem solving, discovery, and creativity.

2. Performance Level activities should be initiated at the present level of performance of the student.

a. Modify the physical activities to accommodate the performance level of all students.

(1) Shorten distance; lower baskets and nets; increase distances and heights gradually as students improve.

(2) Increase the size of striking implements and targets; decrease as accuracy improves.

(3) Increase or decrease size of manipulative equipment, progressing to regulation size as skill increases.

b. Use concrete examples with brief directions or instructions.

c. Work on one aspect of a skill at a time. Concentration on a single phase of a skill can permit the student to place all of his or her mental efforts into performing the act and thus increase the probability of experiencing success and decreasing confusion and failure.

3. Developmental Value activities result in the educational outcome for which they were intended.

a. Review and consider the needs of the student and the instructional program, with prescription as a guide for activity selection.

b. Be flexible, which is a necessary attribute during planning and execution of the lesson to deal with the unexpected and to remain on-task to assure developmental value.

c. Praise and encourage; these are vital to progress.

d. Repeat and review skills more often than in regular physical education classes.

e. Base new activities on previously learned experiences; avoid the presentation of too many ideas too quickly.

f. Consider the student's individual handicapping condition and how it affects teaching.

g. Be persistent in movement expectations for students for an activity that is prescriptively planned to provide an avenue for self-awareness and ability realization for students. Too much permissiveness in participation could minimize effective learning.

h. Increase of time on-task practice to increase motor skill acquisition.

4. Sequential Progression activities are complex and follow the normal sequence of motor development.

a. Identify and preplan a progressive sequence of tasks from simple to complex to allow the teacher to adjust the lesson to simpler tasks in order to provide a successful experience or to provide a difficult task as a realistic challenge.

b. Progress slowly, offering familiar and successful activities first. Repetition is often needed to aid students in their reinforcement of learning.

c. Select activities which follow a developmental learning sequence.

Progress from:

(1) Large muscle or gross motor demands to small muscle or fine motor control.

(2) Familiar tasks or skills to unfamiliar.

(3) Unitary, low difficulty involvement to multiple demand task or skills.

(4) Concrete involvement to abstractions.

(5) Simple to complex.

(a) Communication - single directions to multiple.

(b) Equipment - single to multiple.

(c) Distraction factors - none to many.

(d) Duration of concentration - short to long involvement.

(e) Space - confined to non-confined, then, structured large confinement to structured small confinement.

(6) Slow to fast time.

(7) Minimal to maximum force.

(8) Separate, jerky to continuous flow.

5. Safe, Secure Learning Environment activities result in the physical safety, emotional security, and increased cognitive learning of students. Safety is basic to a good physical education program and is inherent in learning each activity. Accident prevention is not a separate function from physical education, but is part of the planning and teaching.

The emphasis on safety does not have to be based on fear or sacrifice of vigorous activity. Instead, programs should be planned to help students recognize hazards and to protect themselves and others.

The instructor is responsible for minimizing the risk of injury. Teachers should assure that:

1. Students understand what they are expected to do in skill and sequence.

2. Students understand the rules, boundaries, and consequences.

3. Students understand their own capabilities and can differentiate between courage and recklessness.

4. Students understand the purpose of the activity and how it relates to past and future experiences and skills.

5. Students understand and comply with consistent instructional control signals.

6. Students develop responsibility for their own behavior.

7. Students work at their own developmental level, free from excessive peer or teacher pressure and from ridicule or embarrassment.

8. The physical environment is checked prior to student participation and all safety hazards are removed or repaired.

Teaching Suggestions for Students with Specific Handicapping Conditions

There are differences among various handicapped students which will affect how an activity should be taught. The following section will provide specific teaching suggestions for students with various handicapping conditions.

1. DoDDS Criterion A. Student whose educational performance is adversely affected by a physical impairment (visually impaired, hearing impaired, orthopedically impaired, other health impaired) that requires environmental or academic modifications.

a. Deaf or Hearing Impaired

(1) Do not single out or overprotect these students.

(2) Position students where they can see the activity leader and make eye contact with each student.

(3) Help students develop the skills of being aware of moment-by-moment activity by peers and the teacher, and encourage them to follow the example of their classmates.

(4) Acquire task cards for instruction which use diagrams, stick figures, or print; these are helpful tools.

(5) Know the type of communication being taught to students and utilize that system during physical education activities (hand signals and verbal commands).

(6) Remove hearing aids, if appropriate, in contact activities.

(7) Use visual aids and demonstrations.

b. Deaf-Blind

(1) Consider use of suggestions from the deaf, learning impaired, and visually handicapped sections if appropriate.

(2) Communicate what you want students to do through tactile instructions.

(3) Consult with hearing and vision specialists to reinforce the instruction of students.

(4) Be positive, consistent, and do not underestimate the student's abilities.

c. Orthopedically Impaired

(1) Obtain medical advice, when appropriate, regarding the student's planned program and proceed accordingly with updates of new information after student is absent because of illness or surgery.

(2) Provide hazard-free space for activity.

(3) Watch for fatigue and overheating, and provide frequent periods of rest for students with limited endurance.

(4) Know joint limitations, especially with regard to dislocations and strain.

(5) Allow students additional time to move.

(6) Remove students from wheelchairs to move on the floor or a mat if there are no medical restrictions.

(7) Support the key joints when lifting or changing a student with extremely low muscular strength.

(8) Teach students to fall safely and get up again to increase independence.

(9) Substitute sitting or lying positions for standing positions if support or fatigue is a factor.

(10) Adapt equipment and activities to the student's needs.

(11) Focus on activities that will enhance the development of a positive self-concept and self-confidence through movement competence.

(12) Promote greater success with voluntary control of movements through activities which do not require sudden changes in tempo.

(13) Employ relaxation techniques.

(14) Teach movement management with respect to effective use of crutches, walkers, braces, wheelchairs, etc.

(15) Emphasize proper body alignment.

(16) Consider fitness needs that are functional in nature with upper body strength and endurance and cardiovascular endurance being major areas for students using crutches, wheelchairs, or walkers.

(17) Assist in the development of appropriate leisure skills.

(18) Avoid sudden body temperature changes, i.e., cold water during aquatics.

d. Visually Handicapped

(1) Visually Impaired

(a) Protect against additional eye damage from potentially dangerous situations.

(b) Change the distance usually required to recognize objects.

(c) Enlarge targets.

(d) Use bright colors.

(e) Increase lighting.

(f) Have students participate with a partner.

(g) Decrease the playing area. Utilize familiar and predictable boundaries.

(h) Modify games and activities by: lowering nets, requiring crawling or walking instead of running, allowing ball to bounce before catching, using stationary balls on tees and softer balls.

(i) Use auditory signals or locator for directions, targets, boundaries, etc.

(j) Use a tactile model of play area.

(k) Provide a verbal cue to the student prior to tossing a ball and during its bounce in flight.

(l) Develop awareness of dangerous aspects of the activity.

(m) Remove eyeglasses, when appropriate, for vigorous contact play.

(n) Use glass guards and place tape over the temple portion of the stems of the glasses.

(o) Obtain constant feedback from student pertaining to his or her involvement and success.

(p) When demonstrating a skill, permit the student to tactually and kinesthetically feel the movement.

(2) Blind

(a) Reduce speed of activity.

(b) Always orient the student to the boundaries, playing area, and equipment.

(c) Use tactile instruction.

(d) Use sighted partners.

(e) Use guidewires for running.

(f) Use audible locators and equipment.

(g) Assure that playing surface is flat and free of obstacles.

(h) Develop student trust and confidence through consistent instructions and teaching behaviors.

(i) Normalize the situation as much as possible.

(j) Emphasize the student's strengths and help him or her develop movement competence.

(k) Adjust teaching pace and allow for responses at a slower rate.

2. DoDDS Criterion B. Students who manifest a psychoemotional state that is the primary cause of academic and social difficulties; students who exhibit maladaptive behavior(s) over an extended period of time which

interfere(s) with skill attainment, social-personal development, language development, and self-control which is the result of a severe mental disorder and who require special education. (Reference DSAI 2500.9.)

Seriously Emotionally Disturbed

a. Watch for mood swings and side effects of medication. Provide feedback to parents and physicians.

b. Minimize competition within a given activity.

c. Arrange for appropriate and fair competition.

d. Use praise appropriately.

e. Avoid sudden changes in routines or program, give students ample time to adjust to changes in routines or programs.

f. Provide continuous supervision.

g. Minimize the waiting time for activity to begin.

h. Plan arrival and departure procedures and follow them carefully and consistently.

i. Establish rules and be consistent in their application.

j. Provide diversity in activities with highly related carry-over skills.

k. Provide for successful experiences in the activities or games.

l. Help students understand limits as well as expectations.

m. Control all variables to greatest extent possible and remove distracting stimuli or objects.

n. Utilize types of activities and appropriate arrangements to accommodate individual differences.

o. Provide activities that help teach:

(1) Accepting responsibility and acting cooperatively with others.

(2) Accepting from others and expressing the student's own feelings and ideas.

(3) Connecting or relating to the reinforcement of academic learning.

(4) Self-awareness by providing feedback through performance.

(5) Relaxation techniques.

3. DoDDS Criterion C. Students whose educational performance is adversely affected by speech and language difficulties. (Reference DSAI 2500.9.)

Speech Impaired

a. Recognize that students with speech impairments should have few problems participating in regular physical education activities.

b. Find ways to socialize speech impaired students either in terms of their verbal capacity or non-verbal expression activities.

c. Use common and familiar vocabulary when giving instructions.

d. Although most students will be able to follow directions, furnish instructions or directions in simple progressive sequences for those students who have difficulty in following directions.

e. Learn what the student needs in speech development. Reinforce this in physical education activities and encourage the student to use newly acquired skills.

4. DoDDS Criterion D. Students whose measured academic achievement in math, reading, or language is adversely affected by underlying handicapping conditions, including intellectual deficit and/or information processing deficit and/or developmental adaptive behavior deficit. (Reference DSAI 2500.9.)

a. Learning Impaired

(1) Control the environment and eliminate as many unnecessary stimuli as possible.

(2) Use short, simple directions with demonstrations and have students repeat the directions.

(3) Speak slowly and distinctly.

(4) Establish start, stop, and other attention gaining cues.

(5) Promote independence and self-confidence.

(6) Keep students involved in an activity rather than waiting and listening.

(7) Avoid student frustration by progressing in small increments.

(8) Use a task analysis approach to skill development.

(9) Establish expected behavior patterns and provide appropriate reinforcement.

(10) Be consistent in behavior management techniques.

b. Mildly Handicapped

(1) Think in terms of developmental age not chronological age for motor skills, but consider social age in regard to peer group.

(2) Work for overlearning through repetition and review.

(3) Emphasize safety.

(4) Be firm and insist on participation.

(5) Keep instructions simple and specific.

(6) Use sequential instruction.

(7) Provide many opportunities to practice newly acquired skills.

(8) Use verbal and tactile praise.

(9) Provide problem-solving activities.

(10) Provide activities that will help students cooperate and increase emotional adaptability.

(11) Use continuous motivation.

(12) Help students stay on tasks.

c. Moderately Handicapped

(1) Verbal directions should be short, simple, singular, and repeated.

(2) Instructions should be slow, deliberate, progressive, and concrete.

(3) Skill practice period should be short but frequent, extended over a longer time period.

(4) Teach one skill at a time.

(5) Be patient, since student progress may be slow.

(6) Be consistent in behavior and communication.

(7) Challenge the students to do their best and expect improvements.

(8) Provide activities that will increase attention span.

(9) Provide color codes for easy recognition in activities, sports, and game situations.

(10) Modify team games and sports to minimize abstract and rapid thinking.

(11) Choose games or sports that have few or simple rules.

(12) Have consistent limits and routines.

d. Severely Handicapped

(1) Sensory stimulation and basic postural control can be a starting point.

(2) Simple and concrete instruction is needed.

(3) Verbalize during the activity, stress nouns and verbs, and be positive.

(4) Use activities with an action-result (cause-effect) sequence (pull string, ring bell, or push plastic bottles and make water splash).

(5) Begin activities with what the individual can do and follow the motor development sequence.

(6) Use rolling, swinging, bouncing activities.

(7) Physical manipulation is essential for understanding and movement progress.

(8) Consult with physical therapist and occupational therapist for range of motion activities when appropriate.

(9) Physical education for severely handicapped students will often require a two-to-one student-to-teacher ratio.

SECTION VIII

THE ROLE OF THE PHYSICAL EDUCATION INSTRUCTOR IN THE SPECIAL EDUCATION PROCESS

The physical educator's role in responding to the needs of the handicapped student is discussed in this section. Specific attention will be given to the educator's role in assessment, reporting assessment results, and developing the IEP.

Based upon the Physical Education Screening Observation Form (appendix A), provided to the CSC by the physical education teacher or designated individual, the CSC may request a comprehensive evaluation of the student's needs in physical education.

The physical education instructor determines the assessment instrument or instruments he or she uses in gathering the information necessary to evaluate the student. Standardized tests and other published tests, observations, and an informal evaluation may be found in appendix B.

If the physical education instructor wants assistance in acquiring an assessment instrument or making a decision about what assessment instrument to use, he or she should consult with special educators, military medical treatment facility service providers, school personnel, chief schools administrative personnel, or regional coordinators.

Upon completion of the assessment, the physical education instructor prepares a summary report. An example of a summary report is in appendix C. The physical education assessment summary includes:

1. Background information.
2. Strengths and weaknesses.
3. Present level of performance.
4. Recommended annual goal.
5. Short-term instructional objectives.
6. Criteria for achievement of objectives.
7. Anticipated date of initiation and mastery.
8. Adapted equipment required.
9. Time and frequency of program.
10. The recommended discipline for service provider.

This information will assist in providing a quality program to any handicapped student in physical education. As the physical education instructor develops goals and objectives for the student, he or she should refer to DS Manual 2750.1 and select the most appropriate goals and objectives for the student. Physical educators are not isolated in this process. It is a multidisciplinary approach and members of the CSC committee, including the parents and the student, should be consulted as needed.

The physical education instructor must provide the summary report to the CSC. They may attend the CSC meeting to help develop the IEP. The CSC, including the physical education instructor if he or she attends, will design an IEP based upon the particular needs of the child. For additional information on the process, refer to Special Education Procedural Guide, DS Manual 2500.13.

APPENDIX A

PHYSICAL EDUCATION SCREENING OBSERVATION

Grades K-6

(To be Completed by Physical Education Teacher or Designee of the CSC.)

Student _____ Observer _____
(Position)

Grade _____ Date(s) of Observation _____

1. To determine if this student needs adapted physical education, you are to analyze the student's present or anticipated performance on the physical education learning objectives for his or her present grade level. Use the key below to complete the blank next to the applicable grade level objectives. You may use more than one letter per objective.

Key For Completing Objectives Checklist:

S = Performance is satisfactory.
P = Participates to best of his or her ability.
M = Modifications are necessary and are being successfully implemented.
A = Adaptations are required.
O/V/H = Orthopedic, visual, or hearing impairment would appear to preclude successful participation.
B = Behavioral difficulty would appear to preclude successful participation.
C = Cognitive difficulty would appear to preclude successful participation.

2. Upon completion of the objectives checklist, please answer the following questions:

a. Would you recommend a more comprehensive assessment of the student's physical education ability?

Yes No

If yes, specify area below by circling:

Vision	Physical Fitness
Hearing	Fundamental Motor Skills
Physical (Orthopedic)	Health
	Other:_____

b. Did you observe any reason(s) why this student could not participate in and benefit from the regular physical education curriculum and class?

Yes No

If yes, please specify the reason(s) in the space below.

Objectives Checklist

Kindergarten

_____ Distinguishes general orientation in space.

_____ Demonstrates fundamental locomotor movements.

_____ Identifies body parts.

_____ Demonstrates ability to maintain balance.

_____ Grasps and throws small objects.

_____ Kicks large object with dominant foot.

_____ Plays simple games during active play time.

_____ Responds appropriately to rhythmic beat.

_____ Demonstrates pride in learning new motor skills.

_____ Demonstrates willingness to try new physical activities.

First Grade

_____ Demonstrates fair play in game participation.

_____ Plays selected running, stopping, and dodging games.

_____ Demonstrates skills in individual stunts.

_____ Catches medium-sized objects with two hands.

_____ Responds appropriately to various tempos and meters.

_____ Demonstrates correct use of personal and group space.

_____ Participates in host nation games and folk dance.

_____ Demonstrates responsible care for equipment used in physical education program.

_____ Demonstrates confidence in skills already learned.

Second Grade

_____ Responds to auditory cues with appropriate movements.

_____ Combines fundamental locomotor movements.

_____ Throws and catches small objects.

_____ Follows a sequence of directions to perform physical skills.

_____ Recognizes abilities and limitations in physical activities.

_____ Accepts winning and losing graciously.

_____ Kicks objects of varying sizes using either foot.

_____ Performs simple tumbling skills.

_____ Displays cooperation while playing with others.

_____ Understands the importance of trying new physical activities.

Third Grade

_____ Demonstrates combinations of locomotor movements and nonlocomotor positions.

_____ Performs movement to rhythmic accompaniment.

_____ Explores a variety of spatial elements.

_____ Performs a variety of dual stunts and tumbling skills.

_____ Performs at an elementary level in throwing and kicking skills.

_____ Performs a dance routine to a musical selection.

_____ Performs satisfactorily in physical fitness exercises.

_____ Demonstrates self-control when awaiting instructions or directions.

_____ Aware of cultural influences on movement.

_____ Demonstrates sportsmanship in simple games and activities.

Fourth Grade

_____ Demonstrates the ability to use various movement dynamics.

_____ Describes appropriate fitness activities for developing good self-care and health.

_____ Manipulates stunts using wands, hoops, and ropes satisfactorily.

_____ Plays lead-up games in volleyball, basketball, and soccer.

_____ Performs circle and folk dances.

_____ Describes recreational activities available within the host country.

_____ Understands the importance of rules associated with games and activities.

_____ Demonstrates knowledge of safety precautions associated with games.

_____ Recognizes occupations that include physical activity.

_____ Demonstrates ability to continue activities without close supervision.

Fifth Grade

_____ Explains the role of the leader and the follower in sports and games.

_____ Designs a program of activity to meet personal fitness goals.

_____ Organizes and conducts games and activities.

_____ Demonstrates intermediate throwing, catching, and kicking skills.

_____ Demonstrates intermediate tumbling skills.

_____ Performs aerobic and folk dances.

_____ Participates in lead-up games for volleyball, basketball, soccer, and softball.

_____ Communicates an appreciation of art and culture.

_____ Identifies job titles in physical education and recreation.

_____ Explains the importance of persistence in the accomplishment of goals.

Sixth Grade

_____ Follows a program to improve personal physical fitness.

_____ Performs above 40th percentile on a national fitness test.

_____ Assists peers in skill development and participation.

_____ Understands the principles of good body mechanics.

_____ Performs intermediate tumbling skills.

_____ Demonstrates knowledge of rules and teamwork while involved in team sports.

_____ Displays appropriate self-control and sportsmanship during active participation.

_____ Identifies activities associated with various cultures.

_____ Lists contributions of persons in physical education and related fields, such as outstanding athletes or sports personalities.

_____ Recognizes factors relating to employment opportunities in physical education and related fields.

In the space below please describe this student's current level of motor fitness.

_____

_____

APPENDIX A

PHYSICAL EDUCATION SCREENING OBSERVATION

Grades 7-12

(To be Completed by Physical Education Teacher or Designee of the CSC.)

Student _____ Observer _____

Grade _____ Date(s) of Observation _____

1. To determine if this student needs adapted physical education, you are requested to analyze the student's present or anticipated performance on the physical education learning objectives for his or her present grade level. Use the key below to complete the blank next to the applicable grade level objectives. You may use more than one letter per objective.

Key For Completing Objectives Checklist:

S = Performance is satisfactory.
P = Participates to best of his or her ability.
M = Modifications are necessary and are being successfully implemented.
A = Adaptations are required.
O/V/H = Orthopedic, visual, or hearing impairment would appear to preclude successful participation.
B = Behavioral difficulty would appear to preclude successful participation.
C = Cognitive difficulty would appear to preclude successful participation.

2. Upon completion of the objectives checklist, please answer the following questions.

a. Would you recommend a more comprehensive assessment of the student's physical education ability?

Yes No

If yes, specify area below by circling:

Vision Physical Fitness
Hearing Fundamental Motor Skills
Physical (Orthopedic) Health
Other:_____

b. Did you observe any reason(s) why this student could not participate in and benefit from the regular physical education curriculum and class?

Yes No

If yes, please specify the reason(s) in the space below.

Objectives Checklist

Grade 7

_____ Demonstrates knowledge of personal hygiene related to physical activity.

_____ Performs above the 40th percentile on a national fitness test.

_____ Demonstrates the ability to use various movement dynamics effectively.

_____ Demonstrates emotional control in an activity setting.

_____ Identifies the feeling of self-worth by succeeding according to one's own ability through sports competition or individualized health and fitness progress charts.

_____ Identifies job titles in physical education and related fields of sports, health, and physical fitness activities.

_____ Describes ways physical education influences the social, economic, or political modes of a culture.

_____ Indicates areas of leisure time physical and recreational sports activities for personal involvement.

Grade 8

_____ Demonstrates acceptable patterns of body and object control.

_____ Measures one's structure and performance for selected fitness components.

_____ Follows directions, challenges, rules, and signals during activities.

_____ Accepts one's own unique capabilities and potential in physical education activities and develops personal awareness of the individuals health status.

_____ Recognizes factors relating to employment opportunities in physical education and related areas.

_____ Compares the contributions of sports to cultural history.

_____ Identifies positive changes that occur in body functions as a result of regular, vigorous activity.

_____ Identifies activities that exhibit constructive (wise) use of leisure time.

Grade 9

_____ Demonstrates acceptable patterns of movement in a wide variety of rhythmic and dance activities.

_____ Designs a program of activity to meet personal fitness goals.

_____ Practices teamwork while involved in group activities.

_____ Accepts the role of self as leader or follower in group activities.

_____ Defines educational background and requirements necessary for entry into physical education and related fields.

_____ Examines the broad purposes of the Olympics and other international sporting events.

_____ Initiates involvement in leisure recreational and sports activities.

_____ Respects abilities and limitations of others.

_____ Accepts one's own unique capabilities and potentials.

Grades 10-12

_____ Demonstrates acceptable patterns of movement in selected sports.

_____ Maintains or improves personal level of fitness as demonstrated in fitness charts for individual body types.

_____ Assists peers in skill development and participation.

_____ Demonstrates ability to enjoy and have fun while participating in activity.

_____ Participates regularly in a quality leisure program.

_____ Recognizes skills necessary to assume a professional position in physical education and related fields.

_____ Understands the effects of physical activity on the function of the human body.

In the space below please describe this student's current level of motor fitness.

_____

_____

APPENDIX B

INFORMAL INVENTORY IN PHYSICAL EDUCATION BASED ON OBSERVATIONS

Student _____ Evaluator _____

Grade _____ Date(s) of Observation _____

Please fill out essential information for the Case Study Committee to use to determine what type of physical education the student needs. All parts of this form do not have to be completed. Place a check in areas of satisfactory performance.

1. In which areas does the student demonstrate strengths or preference?

____ Rhythm/Movement ____ Developmental Exercise ____ Individual Sports
____ Dance ____ Gymnastics, Stunts ____ Team Sports

2. At which developmental stage should the student be characterized?

____ Solitary or parallel
____ Cooperative or shared
____ Small group (6 or less)
____ Games and dance with "I" emphasis
____ Activities emphasizing team or group goals
____ Regulation sports, dance, acquatics

3. At which developmental stage of competition should the student be characterized?

____ Competes with self against his or her own best performance.
____ Tries to attain specific individual goals.
____ Cooperates with others in achievement of a team goal.
____ Competes against others.
____ Cooperates with partner in competition.
____ Cooperates with team members in competition.

4. Can participate in games based upon the following locomotor activities and motor skills:

____ walk
____ run
____ leap
____ jump
____ hop
____ gallop
____ skip
____ tag

____ dodge
____ squat
____ throw
____ kick
____ strike
____ bat

____ bounce
____ dribble
____ catch
____ volley
____ pivot

5. Can participate in rhythmic or dance activities based upon the following locomotor movements and basic skills:

____ walk
____ run
____ leap
____ jump
____ hop
____ gallop
____ slide
____ skip
____ two-step

6. Indicate the student's level of rhythmic performance and temporal perception:

____ No evidence of understanding rhythmic concept nor ability to move in time to stimulus.
____ Can move in time to metronome or drum beat.
____ Can move in time to verbal stimulus up-2-3 down-2-3.
____ Can move to music with well defined beats and accents.
____ Can move to any kind of music without problems.

7. Does the student exhibit any of the following visual problems?

____ accommodation
____ ocular muscle imbalance
____ suppression of one eye
____ farsightedness
____ horizontal tracking
____ binocular coordination
____ none
____ double vision
____ nearsightedness
____ convergence insufficiency
____ squint (cross-eye)
____ astigmatism
____ vertical tracking

8. If the student has visual problems, what correction or training is he or she receiving?

____ corrective glasses
____ patch over one eye
____ none
____ prescribed eye exercises
____ prescribed gross motor activities
____ prescribed tracking activities

9. Does the student exhibit any of the following problems of visual perception?

____ form discrimination
____ color discrimination
____ figure-background
____ depth perception
____ none
____ object constancy
____ directional constancy
____ retinal inhibition
____ form constancy

10. Does the student exhibit any of the following problems of auditory perception?

____ pitch discrimination
____ intensity discrimination
____ tonal quality discrimination
____ none
____ figure-background
____ directionality of sound
____ temporal perception

11. Does the student exhibit problems of proprioception in any of the following areas?

____ duplication of specific joint positions
____ imitation of movements
____ directional accuracy of moving objects
____ distance accuracy in moving objects
____ weight discrimination
____ none
____ static balance
____ dynamic balance
____ spatial balance
____ size estimation
____ force production

12. Observe the student in his or her attempts to learn a gross motor skill. At which level does the student's learning appear to be faulty?

____ Perception:

____ sensory imput
____ discrimination
____ cue selection (figure-sequencing background)
____ cognitive awareness
____ organization (parts into wholes)

____ Formulation of the Motor Plan Central Processing:

____ visual memory and sequencing
____ auditory memory and motor planning

____ Motor Output:

____ readiness (set)
____ perceptual-motor matching imitation of the movement of joint positions
___ perceptual-motor
____ motor feedback
____ automatic response (relaxation)
____ fixation (consistency under stable conditions)
____ diversification (consistency under changing conditions)

13. When compared with average children in a given group, does this student exhibit a greater problem in any of the following areas?

____ motor awkwardness
____ poor spatial orientation
____ immature body image
____ negative self-concept
____ hyperactivity
____ loneliness
____ self-destructive acts
____ distractibility
____ perseveration
____ social imperception
____ low frustration tolerance
____ crying
____ aggression toward others

14. Put an X in the proper box to denote special strengths and weaknesses. Every box need not have an X.

Component	Strengths to Be Built Upon	Weaknesses to Be Remediated or Compensated for
Hamstring stretch		
Flexibility		
Speed in changing direction		
Speed (running)		
Explosive leg power (jumping)		
Static strength		
Dynamic arm strength		
Dynamic leg strength		
Grip strength		
Abdominal muscular endurance		
Shoulder girdle strength		
Cardio-respiratory endurance		

15. Circle words which best describe manipulative skills.

Task	Throwing	Kicking	Catching	Striking
Uses same limb consistently	Yes No	Yes No	Yes No	Yes No
If yes, which limb?	Right Left	Right Left	Right Left	Right Left
Uses other limbs in opposition	Always Usually Seldom	Always Usually Seldom	Always Usually Seldom	Always Usually Seldom
Transfers weight	Always Usually Seldom	Always Usually Seldom	Always Usually Seldom	Always Usually Seldom
Aims accurately	Always Usually Seldom	Always Usually Seldom	Always Usually Seldom	Always Usually Seldom

Task	Throwing		Kicking		Catching		Striking	
When aim is inaccurate, it usually goes too far in which directions?	Right High Inconsistent	Left Low	Right High Inconsistent	Left Low	Right High Inconsistent	Left Low	Right High Inconsistent	Left Low

16. In comparison with the average student of his or her age and sex, this student's ball handling skills can be described best by which adjectives?

Motor Skill	Superior	Average	Inferior
Throwing			
Catching			
Dribbling (hands)			
Pitching			
Dribbling (feet)			
Place kicking			
Shooting baskets			
Volleying			
Other			

17. In comparison with the average student in his or her group, this student can be described best in the physical education setting by which of the following phrases (please circle)?

Attention	Memory	Imitation
attentive	remembers well and retains	imitates easily and well
average		imitates fairly well
nonattentive	forgets easily	average ability to imitate
distracted	never remembers	imitates little and with difficulty
confused		can do things only his or her own way

Initiative	Understanding of Instructions	Mental Flexibility
a self-starter	grasps instructions	receptive to new ideas
has considerable initiative	understands after asking questions	average
average	average	prefers the old and familiar
responds to prodding	confused, but knows he or she doesn't understand	resents change
relies entirely on others	thinks he or she understands but really doesn't	perseverates
	confused and helpless	

ADDITIONAL COMMENTS

APPENDIX B

PARTIAL LIST OF ASSESSMENT INSTRUMENTS
Prices are accurate as of July 1985

ASSESSMENT INSTRUMENT	SUBTEST	PURPOSE	SOURCE
Denver Developmental Screening	Gross motor Language Fine motor Adaptive Personal-social	To screen for evidence of slow development in infants and preschool children. Norms available. Administrative time 15 min.	Ladoca Project and Publishing Foundation, Inc. East 51st Ave. & Lincoln St. Denver, CO 82016 $5.00
Screening Check List	Gross motor Fine motor	1 to 2 years 3 to 4 years Screening for slow development.	Dr. Robert Roice Los Angeles County School System 9300 E. Imperial Highway Downy, CA 92042 $3.00
Bayley Scale of Infant Development	Posture, Locomotion, Fine motor coordination	Assesses motor performance of normal infants and toddlers. Accompanying norms. Administrative time 45 min.	The Psychological Corporation 1372 Peachtree St. N.E. Atlanta, GA $4.50
Gesell Developmental Schedule (Motor)	Posture, Reflexes, Locomotion, Balance, Eye-hand coordination, Fine motor coordination, Eye-limb, eye-foot coordination	1 month to 6 years range. Norms available. Administrative time 25 min.	Psychological Corporation New York, NY 10017

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APPENDIX B

PARTIAL LIST OF ASSESSMENT INSTRUMENTS
Prices are accurate as of July 1985

ASSESSMENT INSTRUMENT	SUBTEST	PURPOSE	SOURCE
Bruininks-Oseretsky Test of Motor Proficiency-Short Form	Running speed Agility Balance Bilateral coordination Strength Upper limb coordination Response speed Visual motor control Upper limb speed and dexterity	20 minutes assesses motor performance of children ages 4½ to 14½ years. Norms available	American Guidance Service Circle Pines, MN 55014 Test Kit, $250
Peabody Developmental Motor Scales	Gross motor Fine motor	3 weeks to 7 years.	IMRID Publications Box 154 Vanderbilt-Peabody University Nashville, TN 37203 $5.00
Brigance Inventory of Early Development	Preambulatory motor skills and behaviors Gross motor skills and behaviors Fine motor skills and behaviors	Birth to 7 years 7 years	Curriculum Associates, Inc. 8 Henshaw St. Woburn, MA 01801

APPENDIX B

PARTIAL LIST OF ASSESSMENT INSTRUMENTS
Prices are accurate as of July 1985

ASSESSMENT INSTRUMENT	SUBTEST	PURPOSE	SOURCE
Sports Skills Tests	Archery Badminton Basketball Touch football Golf Gymnastics Handball Soccer Speedball Softball Volleyball Tennis	Assessment of a variety of sports skills performance with accompanying norms.	Chapter 15 in textbook: "Practical Measurement for Evaluation in Physical Education" Burgess Publishing 7108 Ohms Lane Minneapolis, MN 55425 $25.00
Movement Pattern Evaluation	Assessment of process of running, jumping, catching and kicking.	Preschool through middle school. Basic motor skill assessment.	In textbook "Fundamental Movement: Developmental and Remedial Approach" W.B. Saunders West Washington Square Philadelphia, PA 19105 $12.00
Basic Motor Ability Tests-Revised	Assesses: bead stringing target throwing marble transfer back and ham-string stretch standing long jump lying face down position to standing static balance basketball throw for distance ball striking target kick and agility run	Assessment of motor ability for 4 to 12 year old children. Norms in percentile rank according to age.	In textbook "The Clumsy Child" C.V. Mosby Co. 11830 Westline Industrial Dr. St. Louis, MO 63141 $17.00

APPENDIX B

PARTIAL LIST OF ASSESSMENT INSTRUMENTS
Prices are accurate as of July 1985

ASSESSMENT INSTRUMENT	SUBTEST	PURPOSE	SOURCE
Special Fitness Test Manual for the Mentally Retarded	Pull-ups (males) Bent arm hang (females) Sit-ups Shuttle run 50-yard dash Softball throw for distance 300-yard run-walk 12-minute run	Assessment of physical fitness of 9 to 18 yrs.	AAHPERD 1900 Association Drive Reston, VA 22091 $4.50
Physical Fitness Testing for the Disabled	Body composition Muscular strength and endurance Flexibility Cardiorespriatory endurance	Assessment of auditory, visually, and ortho-pedically impaired males and females ages 10-17 yrs.	In textbook "Project Unique Human Kinetics Publications" Box 50761 Chapaign, IL 61820 $9.50
AAHPERD Health Related Physical Fitness Test	Sit and reach Curled back sit-ups Skinfold measurements 1- or ½-mile run 9- or 12-minute run	Assessment of health-related fitness, ages 5-17 yrs.	AAHPERD 1900 Association Drive Reston, VA 22091 $3.95

APPENDIX B

BOWER's PERCEPTUAL-MOTOR SURVEY

Student _____ Age: Years _____ Months ____ Date ____

Classroom Teacher _____ Evaluator _____

1. Identification of Body Parts

Instructions: Say "Show me your . . ."

Look for: Consistency of right and left identification
Correctness of response
Sureness of response

Check each item identified.

Acknowledge each response with a non-suggestive "thank you."

a. ____ arms
b. ____ legs
c. ____ head
d. ____ left arm
e. ____ stomach
f. ____ right leg
g. ____ toes
h. ____ left leg
i. ____ fingers
j. ____ right arm

Record any pertinent observations.

2. Imitation of Movements

Instructions: Evaluator stands on bench, preferably with a flat, solid surface behind him as each pattern is demonstrated. The student sits on a mat facing the evaluator and watches each pattern demonstrated. After each demonstration, the evaluator says, "Lie down." The student lies on his back, feet together, arms extended at the sides, with palms turned inward. When the evaluator says, "Now show me what I did," the student imitates the pattern demonstrated.

Look for: Correctness of response (uneven, unsynchronized, incomplete movement)
Spill-over of motion (movement of limb(s) which should remain stationary)
Rigidity of moving limb(s)
Visual tracking of moving limb(s)
Incorrect plane of movement (markedly lifts arm(s) and/or leg(s) up and/or away from mat)

Scoring: 1 point, any attempt or incomplete movement
2 points, 2 or more errors
3 points, 1 error
4 points, no errors

For patterns three and four note if the movements were mirrored (M) or followed an identical (I) pattern. Circle (M) or (I).

	CIRCLE ONLY ONE					
Upper limbs away from midline	1	2	3	4	(M)	(I)
Lower limbs away from midline	1	2	3	4	(M)	(I)
Upper and lower limbs on same side of body	1	2	3	4	(M)	(I)
Cross abduction	1	2	3	4	(M)	(I)
Upper and lower extremities away from midline	1	2	3	4	(M)	(I)

Record any pertinent observations.

2. Awareness of Body in Space

PART ONE

Instructions: Student lies on back, supine position, near the end of a mat with feet together, arms extended at sides, with palms turned inward. Evaluator says, "Roll to the other end of the mat keeping your body straight." Perform each roll twice; if errors are made in the first trial, record the best score.

Scoring: Circle one (1) if there is no control. Circle two (2) if the body finishes in an incorrect position (head, waist, and/or feet not vertically aligned) and adjustments to the body are made while rolling. Circle three (3) if the body finishes in the correct position and adjustments are made while rolling. Circle four (4) if body finishes in the correct position without adjustments while rolling.

Roll (right)	1	2	3	4
Roll (left)	1	2	3	4

Record any pertinent observations.

PART TWO

Instructions: Perform each task twice; record best performance.

Look for: Ease and correctness of movement (not touching the object).

Body control and balance.
Visual contact with object as task is performed.
Overcompensation; going beyond normal limits of a sure approach and negotiation of the object.

Scoring:
1 point, any attempt or incomplete movement
2 points, 2 or more errors
3 points, 1 error
4 points, no errors

		CIRCLE ONLY ONE
a.	Hold the rod horizontally at student's knee height. Say, "Step over the stick without touching it."	1 2 3 4
b.	Hold the rod horizontally at student's chest level. Say, "Walk under the stick without touching it."	1 2 3 4
c.	Hold a hoop, vertically, with the lower arc at the student's ankle height. Say, "Go through the hoop without touching it."	1 2 3 4

4. Balance

Demonstrate only if student does not understand your directions.

Allow three attempts for student to establish a balanced position. A balanced position is established 3 seconds after the student: (1) brings feet together or puts hands on hips, (2) lifts foot, (3) closes eyes, or (4) lifts foot and closes eyes simultaneously in order to complete task.

Scoring: Record a check if the student can establish balance.

Instructions: Say to student -

____ a. "Stand with feet together, hands on hips, and your eyes open."
____ b. "Stand with feet together, hands on hips, and your eyes closed."
____ c. "Stand on one foot, hands on hips, and your eyes open."
____ d. "Stand on one foot, hands on hips, and your eyes closed."

Record any pertinent observations.

SUMMARY OF RESULTS

	PART			
	I	II	III	IV
Individual Performance	____	____	____	____
Possible Performance	10	20	20	4

Analyze results for each part of the survey. Do not sum the scores of the four parts of the survey because to do so may mask individual areas of needed perceptual-motor development.

APPENDIX C

SUMMARY OF THE PHYSICAL EDUCATION ASSESSMENT

Background Information

Name: Johnny Jump Sex: Male Age: 11 yrs. (5/74)

Current Placement: Grade 5

Eligible for Special Education Service: CRITERION D, MODERATELY HANDICAPPED determined by CSC on date 9/85

Comments: Referred for motor and physical fitness assessment (date: 10/85) The results were as follows:

1. Identification of body parts and balance were within the normal range. Awareness of body in space, especially laterality and complex spatial awareness were found to be markedly deficient. (Teacher observation.)

2. Fundamental movement proficiency was within age expectancies for walking, running, and hopping, but skipping was uncoordinated and incorrect with respect to pattern of movement. He exhibited initial skill level in catching overhand throw and kicking. An individual at this age should be functioning at the intermediate skill level. (Teacher observation.)

3. Sit-ups, standing broad jump, and 50-yard dash performance are below the 30th percentile level for his sex and age group. Pull-ups and 600-yard dash run-walk were below the 25 percentile. (AAHPERD Youth Fitness Test.)

SUMMARY OF THE PHYSICAL EDUCATION ASSESSMENT

Annuals Goals Goals	Short Term Instructional Objectives	Present Level of Performance	Criteria for Achievement	Service Provider	Time in Program	Projected Dates Begins	Projected Dates Ends
						11/85	5/86
1. Will be able to develop efficient motor skills at the appropriate developmental level. (DSM 2750.1, 1.0)	a. Develop an awareness of the position of one's body in space. (DSM 2750.1, 1.1.2) b. Exhibit laterality and directionality of body movement. (DSM 2750.1, 1.1.2) c. Demonstrate acceptable patterns of body and object control to include skipping, catching, kicking, and overhand throw. (DSM 2750.1, 1.2.5)	Deficient, spatial awareness, and laterality. Identification of body parts and balance, normal. (teacher observation) Deficit, exhibited initial level performance (teacher observation)	Student will repeat movements of the upper and lower extremities forward and away from the midline of the body as demonstrated by the teacher. Successfully complete an obstacle course, passing over and under. Skip 30 feet demonstrating a coordinated pattern of movement. Manipulate object by kicking and throwing accurately 5 out of 10 times from a distance of 15 feet	Physical education teacher and classroom teacher	Classroom teacher (twice a week for 20 min.) Full time regular physical education (once a week for 40 min.)		

C-2

SUMMARY OF THE PHYSICAL EDUCATION ASSESSMENT

Annuals Goals Goals	Short Term Instructional Objectives	Present Level of Performance	Criteria for Achievement	Service Provider	Time in Program	Projected Dates
						Begins Ends
2. Will develop an understanding of the value of physical fitness by improving muscular strength and cardiovascular fitness. (DSM 2750.1, 2.0)	a. Participate in vigorous physical activity on a regular basis (DSM 2750.1, 2.2.2) b. Achieve an optimal level of fitness, especially in the area of upper body muscular strength and endurance and cardiovascular (DSM 2750.1, 2.2.3)	Below 25% muscular strength, cardiovascular fitness (AAHPERD Youth Fitness Test)	AAHPERD Test score above 35th percentile in pull-ups and 60-yd. run-walk			

C-3

Recommendation

____ 1. Regular P.E. Program
__X__ 2. Regular P.E. Program with Adaptations (additional time in program)
____ 3. Adapted P.E.

APPENDIX D

School _____
APO _____

PHYSICAL EDUCATION MILITARY TREATMENT FACILITY REFERRAL FORM

Name of Student _____

Dear _____ _____
(Physician or clinic) (Date)

Due to this student's perceived/documented (circle one), health/motor (circle one) impairment, we are requesting your assistance in ascertaining whether or not this student can participate in our regular physical education curriculum, and, if not, the nature of the physical education to be provided. We ask that you provide the school Case Study Committee (CSC) with diagnostic information pertaining to the student's condition and with general recommendations for the student's physical education program. A release from the student's parent or guardian appears below.

The school CSC, including the physical education instructor and the student's parents, will work together to develop the details of the youngster's program and selected activities. Please complete and return the attached form to:

_____
CSC Chairperson
School

I authorize the physician or clinic named above, or designee, to evaluate my child's needs for physical education and to report the results to school authorities.

_____
Parent or guardian

_____
Date

D-1

PHYSICAL EDUCATION MILITARY TREATMENT FACILITY REFERRAL FORM

NAME _____ GRADE _____ AGE _____

Condition or brief description of condition.

Condition is permanent temporary

Comments _____

If appropriate:

Comments about student's medication and its effects on participation in physical activities:

Student may return to unrestricted activity _____, 19___ (date)
Student should return for reexamination _____, 19___ (date)

Functional Capacity

Please check one category below in each area of concern.

____ 1. Unrestricted - no restrictions relative to vigorousness of types of activities.

____ 2. Restricted - condition is such that intensity and types of activities need to be limited.

____ a. Mild - ordinary physical activities need not be restricted but unusually vigorous efforts need to be avoided.

____ b. Moderate - ordinary physical activities need to be moderately restricted and sustained streneous efforts avoided.

____ c. Limited - ordinary physical activities need to be markedly restricted.

Activity Recommendations

Indicated body areas in which physical activities should be minimized (min), eliminated (elim), or maximized (max).

	Max	Min	Elim	Both	Left	Right	Comments including any medical contra-indications to physical activities.
Neck							
Shoulder Girdle							
Arms							
Elbows							
Hands & Wrists							
Abdomen							
Back							
Pelvic Girdle							
Legs							
Knees							
Feet & Ankles							
Toes							
Fingers							
Other (specify)							

REMEDIAL

Condition is such that defects or deviations can be improved or prevented from becoming worse through use of carefully selected exercises and activities. The following are remedial exercises and activities recommended for this student. (Please be specific.)

Signature

_____

Military Treatment Facility Name and Address

_____

_____

Telephone No. _____( )_____

Date _____19____

APPENDIX E

GAMES

There are many reasons why games (low organization, lead-up, modified, original) should be used to achieve educational objectives. Games allow students opportunities to apply current movement patterns or skills in different and more complex situations. Game playing can lead to increased skill and fitness levels (psychomotor domain) as well as provide an opportunity to enhance a student's cognitive and affective development. For example, game playing can increase a student's knowledge of rules; i.e., how to set-up and play the game; understanding of strategy (how to use space and force); and comprehension of the equipment, history, and etiquette of the game. In the affective domain, students can learn: to respect the rights of others, to be an ethical competitor, to appropriately express their feelings and emotions, and to find the personal significance and joy of making movement participation a part of their lifestyle.

Principles of developmental physical education must be considered when selecting, modifying or designing a game for class use. Specific examples are as follows:

1. Maximum participation

   a. Use three, four, five, or six players on a team. Avoid teams of ten or eleven players.

   b. Rotate playing positions so all students have opportunities to play the "key" positions.

   c. Don't exclude or eliminate players when they make an error or can't perform the skill(s) used in the game.

2. Sequential progression

   a. Modify the game according to the abilities of the students.

   b. First, teach the skills needed in the game, then play the game.

   c. Progress from simple to complex rules and stationary to moving "targets."

Enhance the use of games to achieve educational objectives by discussions and involving students.

1. Discussions are part of physical education. Questions such as: "What was a thrilling (beautiful, fun, or exciting) part of the game?" and "What did you learn about yourself (the others)?" should be asked following a game.

2. Involve the students

   a. Children should practice developing their own games.

b. Have the students dictate a description and the rules of the game to you. This provides a written record of how the game is to be played and also develops language skills.

Examples of Games

1. Flickerball

a. Can be played on a field or court area with any type of object or ball.

b. No physical contact is allowed (players cannot touch each other).

c. The ball can be advanced (moved forward) toward the other team's goal line only by means of a forward pass.

d. A player with the ball can move with the ball sideways or backward, but not forward, except 3 steps forward when catching and coming to a stop.

e. A goal is scored when the ball is advanced over the opponents designated goal line (score 1 point or 3 or 6).

f. A dropped (blocked or fumbled) ball is a deadball and goes to the defensive team; play is restarted at the point where the ball was dropped.

g. This game can have other rules. Students can establish new rules on their own or with the assistance of a teacher. New rules for the game can develop when needed to assure player safety or to increase the complexity of the game as students increase their playing ability.

2. Tag games

a. Freeze Tag: When tagged, the person holds the position that he or she was in when tagged. The tagged person counts to ten (10) and then moves again. The tagger tries to tag as many people as possible in a set time period.

b. Change Direction (or way of moving) Tag: When a person is tagged, he or she has to change the direction of movement (e.g., forward to backward, sideways to forward).

c. Partner Tag: Two people hold hands to form a pair. When a tagger touches a member of the pair, the untagged person on the other side must let go. The tagger becomes the partner. The person who was just released becomes the tagger and has to tag someone in a different pair.

3. Soccer

a. Play 2 on 3 keep away.

b. Divide a soccer field into a small area and be a goalkeeper for 3 or 4 players.

4. Volleyball

a. Find a reference for Newcomb volleyball.

b. Allow server to move closer to the net to serve.

c. Allow team to receive a ball from the other side of the net by catching it but require them to volley the ball over the net.

d. Have the teams rotate in pairs up to the front and then to the back.

5. Softball

a. Use a batting tee rather than a pitcher.

b. Vary size (width) of the striking implement (paddle, wide bat).

c. Allow 5 outs per inning or have everyone on a team bat for each half inning.

d. Have the pitcher be a member of the batting team.

6. Relay Race

a. Have each team compete against its previous record (score or amount of time needed to complete a task).

b. Have several teams; the more teams, the more people participating in an active role at one time.

c. Try a "five" event relay where each person, five to a team, practices each event (i.e., walk, hop, run, jump, skip) and each person does the event he or she can do the best, but only after everyone has practiced all five tasks.

7. Original Games

Games are developed by the students or the students and teacher working together. The teacher can specify the equipment, space, skills, and safety rules to be followed or direct the students to consider these factors. These games can use parts or rules of known games. The emphasis of the new game should be innovative and involve all the players, use skills the students can perform, and be accommodated to meet the players' ability level and interests. For more information see Riley, M. (1977, September and 1975, February). Journal of Health, Physical Education, Recreation and Dance, pp.30-32 and p.49.

8. Choosing Teams for Games

a. Never select students to be captains and then permit them to call out their choices for team membership in the presence of the entire class.

b. Instead

(1) Have captains select four equal teams from a list of players and then draw numbers to determine which team the captains will be on;

(2) Select captains and have them rate players by ability. Then choose teams which have equal numbers of excellent, good, and fair players; or,

(3) You (the teacher) name the teams.

c. Post a list to tell each student which team he or she is on and where that team will meet when the physical education period begins.

9. Give choices; teachers can give students choices such as:

a. "For the remainder of this period, you can practice your skills; play on this court where the idea is to have fun while you play (a "Hit and Giggle" game), or play on this court where the play will be at a faster pace (a "Blood and Guts" game). Think about your choice, because once you say what you are going to do you have to do that for the rest of the period."

b. Tell the students "You can work on movement sequence, play Newcomb Volleyball, or work on your Hotshot basketball skills for the rest of the class period." The teacher circulates from one activity station to another during the class period.

APPENDIX F

NATIONAL ORGANIZATIONS CONCERNED WITH PHYSICAL EDUCATION, SPORTS, AND RECREATION FOR HANDICAPPED INDIVIDUALS

These organizations, upon request, will provide free or inexpensive materials regarding the participation in and promotion of their respective sport and recreation programs.

Access National Parks - A Guide
for Handicapped Visitors
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402
$6.50
Stock #024-005-00691-5

American Alliance for Health,
Physical Education, Recreation
and Dance
1201 16th Street, N.W.
Washington, D.C. 20036

American Athletic Association for
the Deaf, Inc.
1064 East 95th Street Terrace
Kansas City, Missouri 64134

American Blind Bowling Association
P.O. Box 306
Louisville, KY 40201

American Camping Association
Bradford Woods
Martinsville, IN 46151

American Dance Therapy Association
Suite 230
2000 Century Plaza
Columbia, MD 21044

American Junior Blind Bowling Assoc.
4244 Heather Road
Long Beach CA 90808

American Wheelchair Bowling Assoc.
Route 2, Box 750
Lutz, FL 33549

Cerebral Palsy Games
United Cerebral Palsy of America
66 East 34th Street
New York, NY 10016

International Sports Organization
for the Disabled (ISOD)
Stoke Mandeville Sports Stadium
S-12387
Rarsta, Sweden

International Wheelchair
Road Racers Club, Inc.
Physical Therapy Department
Jackson Memorial Hospital
1611 N.W. 12th Avenue
Miami, Florida 33136

Handicapped Flyers International
Bill Blackwood
1117 Rising Hill
Escondido, CA 92025

National Amputee Skiing Association
3738 Walnut Avenue
Carmichael, CA 95608

National Association of Sports
for Cerebral Palsy
United CP Assoc. of Connecticut
One State Street
New Haven, CT 06511

National Consortium on
Physical Education and
Recreation for the Handicapped
Dr. Louis Bowers, President
University of South Florida
Tampa, FL 33620

National Council of Y.M.C.A.s
101 North Wacker Drive
Chicago, IL 60606

National Handicapped Sports and
Recreation Association
P.O. Box 18664
Capitol Hill Station
Denver, CO 80218

National Therapeutic Recreation Society
1700 Pennsylvania Avenue, N.W.
Washington, D.C. 20006

National Track and Field Committee for the Visually Impaired
4244 Heather Road
Long Beach, CA 90808

National Wheelchair Athletic Assoc.
Suite C
2107 Templeton Gap Road
Colorado Springs, CO 80907

National Wheelchair Basketball Association
110 Seaton Building
University of Kentucky
Lexington, KY 40506

National Wheelchair Marathon Committee
NPF
369 Elliott Street
Newton Upper Falls, MA 02164

National Wheelchair Softball Assoc.
P.O. Box 737
Sioux Falls, SD 57101

The Minnesota Outward Bound School
1055 E. Wayzata Blvd.
Wayzata, MN 55391

Sports 'n Spokes
5201 N. 19th Ave. Suite 108
Phoenix, AZ 85015

Special Olympics, Inc.
1701 K Street, N.W.
Washington, D.C. 20006

United States Association for Blind Athletes
55 West California Avenue
Beach Haven Park, NJ 08008

United States Olympic Committee
1750 East Boulder Street
Colorado Springs, CO 80909

Wheelchair Pilots Association
11018 102 Avenue North
Largo, FL 33540

Wheelchair Sports Foundation
Pat Karman, Acting Director
Suite C
2107 Templeton Gap Road
Colorado Springs, CO 80907

Wheelchair Motorcycle Association
101 Torrey Street
Brockton, MA 02401

United States Tennis Association
Education and Research Center
729 Alexander
Princeton, NJ 08540

APPENDIX G

ELEMENTARY ADAPTED PHYSICAL EDUCATION EQUIPMENT

The following list of elementary adapted physical education equipment is not inclusive, because unique developmental and instructional needs necessitate a wide range of equipment items. The quantity of each type of equipment should be determined by the number of students. Along with existing items, there should be sufficient equipment to accommodate each student.

Balance Equipment

Ground level ladders 3-6"
Balance Beams (low-wide 3-6") (medium high-narrow, 6-10")
Stepping Stones (blocks, foam, vinyl, etc.)
Innertubes
Balance tilts

Balls (and other manipulative objects)

Basketballs (rubber)
Volleyball (rubber)
Tether Balls
Tennis Balls
Bowling Balls (regular, with handle, without holes, and plastic)
Ping-Pong balls
Yarn balls
Softballs, rubber
Playground balls (rubber, 6", 8½", 10-12")
Plastic wiffle balls (football shape, softball size)
Rubber footballs
Foam balls (softball, 6", 10" and football shape and sizes)
Medicine balls
Cage or atlas ball
Bean bags
Saucer disc, plastic and foam
Disc, shuffle board
Rubber rings
Beach balls
10-12" vinyl balls
Beeping balls

Additional Equipment

Bats (plastic hollow, regular and oversize)
Bats (wooden, elementary size)
Belts for flag tag
Bowling pins (plastic and regular)
Cargo net
Carpet squares or small mats
Cones, (field markers; 12", 18", 24")
Cord, stretch

Additional Equipment (cont'd)

Field hockey set (elementary, plastic)
Hoops, hula type
Horseshoe set (rubber)
Net (volleyball)
Paddles-Rackets (wooden, plastic, string type)
Parachutes
Peg climbers
Bowling ramp
Rope - 100' long, ½" diameter, 2" diameter climbing rope, and beaded jump ropes
Rhythm sticks
Scooter gym type
Scoops (plastic)
Standards (volleyball type)
Swing aids
Tees, batting
Tunnel, vinyl
Tumbling mats
Vests, scrimmage
Vinyl covered foam shapes (large support type)
Wands (broom stick size)
Target boards (for ball and bean bags)
Fitness trail or course (designed for needs of students)

APPENDIX G

SECONDARY ADAPTED PHYSICAL EDUCATION EQUIPMENT

The following list of secondary adapted physical education equipment is not inclusive, because unique developmental and instructional needs necessitate a wide range of items of equipment.

Balls and Other Manipulative Objects

Basketball (junior size)
Volleyball (rubber)
Tether balls
Yarn balls
Softballs (rubber)
Playground balls (rubber, 6", 8½", 10-12")
Plastic wiffle balls (football shape, softball size)
Rubber Junior size footballs
Foam balls (softball size, 6" and 10")
Medicine balls
Cage or atlas ball
Bean bags
Saucer disc (plastic and foam)
Disc, shuffleboard and push rods
Kubber rings
Beach balls
Vinyl balls (10-12")
Beeping balls

Additional Equipment

Banners (bright colors for wheelchair foot and handle protrusions)
Bats (plastic, hollow, regular and oversize)
Bats (wooden elem. size)
Belts for flag tag
Bowling Pins (plastic and regular)
Bases (rubber and flat)
Cord, stretch
Exercise equipment (individual)
Field hockey set (plastic, elementary and secondary)
Goals, adjustable
Hoops, hula type
Horseshoe set (rubber)
Rebound net for goal games
Paddles-rackets (wooden, plastic, string type, various length handles and possible grip modifications)
Peg climbers
Bowling ramp
Swim aids (flotation devices)
Rope (100' long, ½" diameter for suspending balls, 2" diameter climbing rope, and beaded jump ropes)
Tees (batting)
Table tennis (with side boards)
Weights (wrist, ankle)
Vests, scrimmage
Trail, Fitness course designed for student needs and ability

APPENDIX H

PARTIAL LIST OF DISTRIBUTORS OF ADAPTED EQUIPMENT

Cosom Safe-T-Play Products
(Catalog of equipment and rule books for "scoop" games, plot games, and hockey)
6030 Wayzata Blvd.
Minneapolis, MN 55416

Danmar Products, Inc.
(Headgear, swim aids)
2390 Winewood Avenue
Ann Arbor, MI 48103

Flaghouse, Inc.
(Motor activity equipment for special populations)
18 W. 18th Street
New York, NY 10011

J.E. Gregory Company, Inc.
(Mats and ropes of all kinds)
W. 922 First
Spokane, CA 99204

J.J. Preston Corporation
71 Fifth Avenue
New York, NY 10003

Kimbo Educational Records
P.O. Box 477
10-16 North 3rd Avenue
Long Branch, N.J. 47740

Melody House Publishing
819 N.W. 92nd Street
Oklahoma City, OK 73114

Play-Learn Products
(Outdoor P.E. equipment)
2298 Grisson Drive
St. Louis, MO 63141

Portland Athletic Supply
1202 N.W. 17th
Portland, OR 97209

Snitz Manufacturing Co.
2096 Church Street
East Troy, WI 53120

Special Education Materials
(Therapy, P.E., classroom)
484 South Broadway
P.O. Box 266
Yonkers, NY 10705

USC, Incorporated
(Motor perceptual equipment)
155 State Street
Hacken Sack, NJ 07601

Voit, Inc.
(Catalog of equipment including rhyth balls and audio-balls)
29 East Rawis Road
Des Plaines, IL 60018

Wolverine Sports
745 State Circle
Ann Arbor, MI 48104

APPENDIX I

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Books

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14. Winnick, J. P. (1979). Early Movement Experiences and Development. Philadelphia: Saunders.

Journals

1. Adapted Physical Activity Quarterly. Published in January, April, July and October by Human Kinetics Publishers, Box 5076, Champaign, IL 61820.

2. Journal of Physical Education, Recreation and Dance. Published monthly, except July, by the American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091.

3. Physical Educator. Published in March, May, October, and December (with the March issue focusing on Special Populations) Phi Epsilon Kappa Fraternity, 9030 Log Run Drive, North, Indianapolis, IN 46234.